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EDUC

Student Evaluation Branch Bulletin
Volume 3 Number 8

Grade 12 Diploma Examinations Program

Social Studies 30




September 1983

Alberta
EDUCATION

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PURPOSE OF THE BULLETIN

The purpose of this bulletin is to provide information to teachers and students about the Social Studies 30 Diploma Examination. The information includes a description of the examination, an outline of the objectives to be tested, and a blueprint which includes both the multiple-choice and written-response sections of the examination. This bulletin also explains how the written-response section of the examination will be scored, and further describes the format of each section by providing sample multiple-choice and written-response questions.

Teachers are encouraged to inform their students of the content of this bulletin. In particular, students should be given the opportunity to work through the sample questions to acquaint themselves with the nature and complexity of the questions that will appear on the examination. Teachers are also encouraged to review the scoring guides with their students.

The model for the written-response questions presented here will be used as the basis of the written-response questions appearing on the Social Studies 30 diploma examinations for the 1983-84 school year. Other models may be used in subsequent years.

Teachers and students should also refer to the publication *Curriculum Specifications for Social Studies 30* (July 1983), which delineates the specific content and objectives from which the test items for the Social Studies 30 Diploma Examination are developed. Teachers may also wish to refer to the bulletin entitled *General Information*, which provides administrative information about the diploma examinations. This publication has been distributed to all senior high school administrators.

The information in this bulletin applies to the 1983-84 school term. The bulletin will be updated in August 1984.

If you have questions or comments regarding this bulletin, please contact:

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DESCRIPTION OF THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Content

The Social Studies 30 Diploma Examination is based on the 1981 *Alberta Social Studies Curriculum*. All test items are drawn from the content of the two topics prescribed for Social Studies 30: "Political and Economic Systems" and "Co-operation and Conflict Among States." Content emphasis is derived from Section III of *Curriculum Specifications for Social Studies 30*, "Weightings of Curriculum Specifications for Diploma Examination Purposes." The diploma examination assesses achievement of the objectives related to knowledge, inquiry skills, and valuing; it does not assess achievement of the objectives related to attitude development and to most participation skills.

General Format

1. Total Examination

The time allotted for the examination is 2½ hours. The examination consists of two parts:

Part A: Multiple-Choice Questions - 70 items worth 70% of the total examination mark.

Part B: Written Response - one essay worth 30% of the total examination mark.

The examination will be written in one sitting.

2. Part A: Multiple-Choice Questions

Questions based on knowledge objectives are drawn from facts, concepts, and generalizations in each of topics A and B of the Social Studies 30 program.

Questions based on inquiry-skills objectives require students to identify the issue; formulate research questions; organize, analyze, and synthesize data; resolve the issue; apply the decision; and evaluate the decision, process, and action.

Questions based on value objectives require that students understand values and demonstrate competencies in value analysis, decision-making, and moral reasoning.

3. Part B: Written Response

Students will be required to write a complete and unified essay dealing with an issue related to the content of the Social Studies 30 program. A choice of topics will be provided -- one from Topic A and one from Topic B.

The essay will be scored according to the reporting categories indicated in the blueprint for the written-response section (page 6).

Preparation of the Examination

In the preparation of the Social Studies 30 Diploma Examination, teacher-constructed questions are field-tested in high schools throughout the province. Test development specialists, in conjunction with teachers, build the examinations from suitable questions. Before the examinations are administered, they are reviewed by a Diploma Examination Review Committee consisting of representatives from the Conference of Alberta School Superintendents, The Alberta Teachers' Association, the Public Colleges of Alberta, the Universities Co-ordinating Council, and Alberta Education.

Specific Design Considerations

1. Reporting Categories

The reporting categories (or sub-tests) will form the basis for the reporting of examination results to school jurisdictions. Student achievement will be analyzed and reported according to these categories, a complete list of which may be found in the blueprint (pp. 5-6).

2. Taxonomic Levels

Approximately 50% of the questions on the examination test knowledge or comprehension. The other 50% of the items are designed to test the more complex levels of the taxonomy.

Administration

Dates for the administration of the 1984 Social Studies 30 diploma examinations are as follows:

January 30, 1984:	1:00 - 3:30 p.m.
June 26, 1984:	1:00 - 3:30 p.m.
August 13, 1984:	9:00 - 11:30 a.m.

Blueprint for the Social Studies 30 Diploma Examination

The blueprint on pages 5 and 6 explains the design of Parts A and B of the Social Studies 30 Diploma Examination. This blueprint is organized according to reporting categories and shows the percentage of marks allotted to each category.

Valuing skills and value concepts from Topic A and Topic B have been combined into one reporting category in order to have sufficient items to achieve statistical significance.

Part A: Multiple-Choice Questions

(70% of the total examination score)

CONTENT		REPORTING CATEGORY		7. CO-OPERATION AND CONFLICT AMONG STATES:		TOTAL
REPORTING CATEGORY		SYSTEMS:		Knowledge of facts, concepts and generalizations related to co-operation and conflict among states in the 20th century.		
		Knowledge of competing values and value positions.				
		Topic A Topic B				
		5.4 Individual freedom/				
		5.5 Individual welfare/				
		5.6 Nationalism/				

BLUEPRINT FOR THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Part B: Written Response

(30% of total examination score)

DESCRIPTION OF WRITING ASSIGNMENT	REPORTING CATEGORY (Scoring Guide)	PROPORTION OF TOTAL MARK (%) BY REPORTING CATEGORY
One complete and unified essay in which the student integrates steps of the inquiry process in dealing with a given issue	1. Explanation of issue	5%
	2. Description and evaluation of an action	10%
	3. Presentation and defence of a position on the issue	10%
	4. Quality of language and expression	5%
		30%

SCORING OF THE EXAMINATION

The multiple-choice portion of the examination will be machine scored. The written-response section of the Social Studies 30 Diploma Examination will be scored by Social Studies 30 teachers who have been recommended by their superintendents and appointed by the Student Evaluation Branch.

Selection of Markers

Markers will be selected from all regions of the province. To qualify as a marker, a teacher must have taught Social Studies 30 for two or more years, be currently teaching Social Studies 30, and have a Permanent Professional Certificate. Teachers who are interested in being recommended as markers should contact their superintendents before October 14, 1983.

Dates for Examination Scoring

The written-response section of the 1984 Social Studies 30 Diploma Examination will be scored in Edmonton according to the following schedule:

January Examination	-	February 6-8
June Examination	-	July 3-12
August Examination	-	August 20-22

Scoring Procedures

Markers will be trained in the application of scoring guides, and sample papers will be discussed prior to actual scoring. Each student's examination will receive a minimum of three independent readings. Consistency in marking will be closely monitored.

Scoring Guides

The scoring guides presented on pages 8, 9, 10, and 11 will be used in grading the written-response section. The criteria descriptions will be adjusted to reflect the requirements of each specific assignment and actual student essays. Training in the use of these guides will be provided at the marking sessions.

Since the scoring guides do not appear in the examination booklet, students should be given the opportunity to review them prior to writing the examination.

Scoring Guide

1. Explanation of the issue (5 marks)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	Demonstrates perception in stating the significance of the issue. Shows an insightful understanding of the dilemma inherent in the issue through a thoughtful description of two competing value positions related to the issue.
(4) PROFICIENT	Clearly states the significance of the issue. Identifies some of the critical features of the two value positions related to the issue and explains how they are in competition with each other.
(3) SATISFACTORY	States or implies the significance of the issue. Adequately describes two competing value positions related to the issue.
(2) LIMITED	Restates the issue, but shows uncertainty or vagueness in describing the importance of the issue and in describing the underlying value positions. The value positions stated may not be clearly related to the issue.
(1) POOR	Statement of the importance of the issue and description of two value positions is inaccurate or incomplete.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

Scoring Guide

2. Description and evaluation of an action taken to deal with the issue (10 marks)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	Perceptively describes an appropriate and carefully selected example of an action taken to deal with the issue. Presents a comprehensive and insightful evaluation of the impact of this action. Arguments are logical and well supported. The evaluation of the desirability of the action reflects an understanding of higher-order value principles.
(4) PROFICIENT	Clearly describes a well-chosen example of an action taken to deal with the issue. Presents a clear evaluation of the impact of this action. Arguments are logical and supported. In evaluating the desirability of the action, reference is made to one or more value principles.
(3) SATISFACTORY	Adequately describes an action taken to deal with the issue. Presents an acceptable evaluation of the impact of this action by considering both the practicality and desirability of the action. There may be minor logical inconsistencies or somewhat incomplete supporting evidence. The evaluation of the desirability may be based only on personal feelings and attitudes.
(2) LIMITED	Ambiguously and inaccurately describes an action taken to deal with the issue. Presents a restricted evaluation of the implications of this action, based on inconsistent arguments or minimal supporting evidence. An unsupported opinion may be expressed about the desirability of the action. Some attention is given to the practical considerations.
(1) POOR	Incorrectly or incompletely describes an action taken to deal with the issue. Evaluation is based on unrelated arguments or is inadequately or incorrectly supported. No attempt is made to evaluate the practicality or the desirability of the action.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

Scoring Guide

3. Presentation and defence of a position on the issue (10 marks)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	Presents a thoughtful statement of position. The defence is based on convincing arguments and carefully selected supportive detail. The arguments are consistent with the point of view expressed throughout the essay.
(4) PROFICIENT	Presents a clear statement of position. The arguments are well-considered and supported by appropriate evidence.
(3) SATISFACTORY	Presents an identifiable position and defends it with one or two supporting arguments. Specific examples are used to illustrate key points.
(2) LIMITED	Presents a confused statement of position. The defence is based more on emotion than logic, and may not relate well to the issue. Specific examples used may contain inaccuracies.
(1) POOR	Does not present a definable position, or states a position but makes little or no attempt to defend it.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

Scoring Guide

4. Quality of language and expression (5 marks)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	The content is comprehensively organized. The writer's point of view is unquestionably evident throughout the work. The expression reveals a mature use of language structures, spelling, and vocabulary. Such writing demands respect.
(4) PROFICIENT	The content is organized in such a way that the writer's point of view is clearly seen. The expression reveals good use of language structures, spelling, and vocabulary. Such writing prompts attention.
(3) SATISFACTORY	The content is organized in such a way that the writer's point of view is generally indicated. The expression reveals an awareness of, and attention to language structures, spelling, and vocabulary. Such writing is usually accepted as adequate.
(2) LIMITED	The content is presented in such a way that the writer's point of view is vague. The expression reveals a lack of assurance in language structures, spelling, and vocabulary. Such writing communicates without satisfying the reader.
(1) POOR	The content is disorganized or leaves in doubt the writer's point of view. The expression reveals faults in language structures, spelling, and vocabulary, and frustrates the reader.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that are blank or totally illegible, or that address a completely different topic.

SAMPLE QUESTIONS

The sample questions found on pages 14 to 27 contain examples of both written-response and multiple-choice questions. They serve to illustrate the nature and complexity of the questions appearing on the examination.

Background information is provided for each of the multiple-choice questions. In addition to the keyed response, each item is classified according to the topic and objective on which it is based.

Please note that this collection of questions does not represent the emphasis of the course. The weightings assigned to the different course objectives for the actual examination are indicated in the blueprint on pages 5 and 6 of this bulletin.

Below is a sample of the general content and format of the instructions for answering the multiple-choice portion of the examination.

All multiple-choice questions should be answered on the separate answer sheet.

Fill in your name and other information on the answer sheet as directed by the examiner.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate the number of that question on the answer sheet and fill in the space that corresponds to your choice. Use an HB pencil only.

EXAMPLE

ANSWER SHEET

The capital city of Canada is

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

A	B	C	D
①	②	●	④

If you wish to change an answer, please erase your first mark completely.

Part A: Sample Multiple-Choice Questions

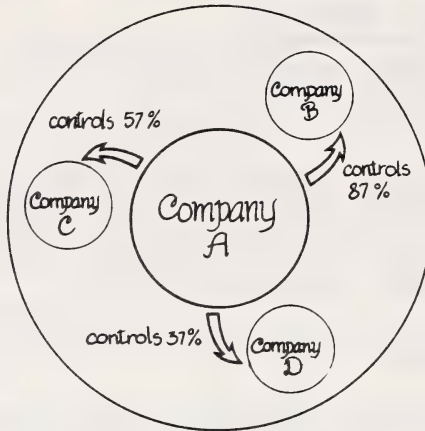
Read the opinion below to answer question 1.

A strong central government is essential to solve the basic social and economic ills of any country.

1. The value most in conflict with that contained within the passage above is
- A. collective good
 - B. individual initiative
 - C. national welfare
 - D. national stability
-
2. Bringing together the factors of production in a new and workable combination and bearing the risks involved is known as
- A. investment
 - B. entrepreneurship
 - C. subsidy relief
 - D. capital financing
3. The political and economic ideas of Adolf Hitler's Nazi Party were inconsistent with the concept of
- A. indoctrination
 - B. nationalism
 - C. equality
 - D. élitism
4. The resignation of the executive branch of a government because it has lost the confidence of the legislature is a main principle of a
- A. representative government
 - B. responsible government
 - C. congressional system
 - D. federal system

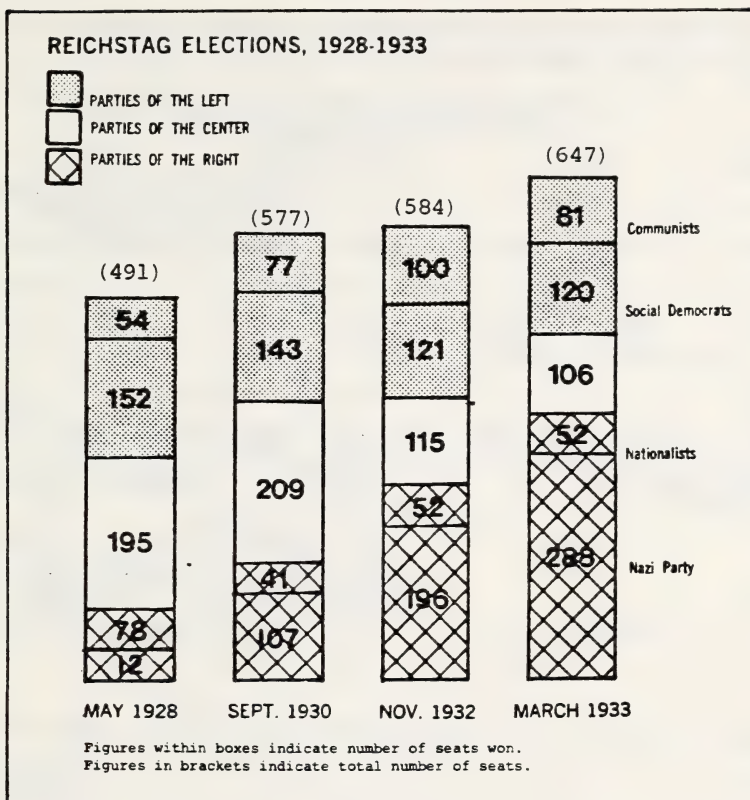
5. The non-compulsory fulfilment of a citizen's duties is most evident in
- A. democratic capitalism
 - B. revolutionary communism
 - C. a traditional society
 - D. the corporate state
6. The Canadian prime minister has more authority over lawmaking than the American president because the prime minister
- A. has an executive veto, but the president cannot interfere with congressional legislation
 - B. has a greater control over his cabinet than the president has over his advisers
 - C. can control his legislation in Parliament, but the president may have proposals changed or vetoed by Congress
 - D. is elected directly by the voters, but the president is determined as a result of the party that is elected by the voters
7. Classical liberal philosophers of the 19th century, such as John Stuart Mill, felt that governments should primarily
- A. withdraw from as many areas as possible in order that individual freedom might expand
 - B. be the guardians of those unable to protect themselves
 - C. provide career opportunities based on talent rather than on social ties
 - D. follow a foreign policy shaped by the wish to improve less-developed nations
8. In which area of the economy of the Soviet Union did the introduction of collectivism meet the most popular resistance?
- A. Manufacturing
 - B. Transportation
 - C. Banking
 - D. Agriculture

Use the chart below to answer question 9.



9. The chart represents a form of economic organization that can occur in a free-enterprise economy. What issue does it raise for supporters of the principles of free enterprise?
- A. To what extent should economic growth be encouraged by government expenditures?
 - B. To what extent should traditional economic activity be based on national self-interest?
 - C. To what extent should freedom of ownership or freedom of competition be emphasized?
 - D. To what extent should business emphasize worker or management participation in decision-making?
-
10. Which of the following research questions would be most useful in investigating the issue of whether taxes should be increased to ensure that no Canadian citizen has to face the possibility of living in poverty?
- A. What basic social welfare payment is a provincial responsibility?
 - B. What is the average inflation rate across Canada?
 - C. What proportion of the Canadian population is in the labor force?
 - D. What proportion of Canada's population has incomes below the poverty line?

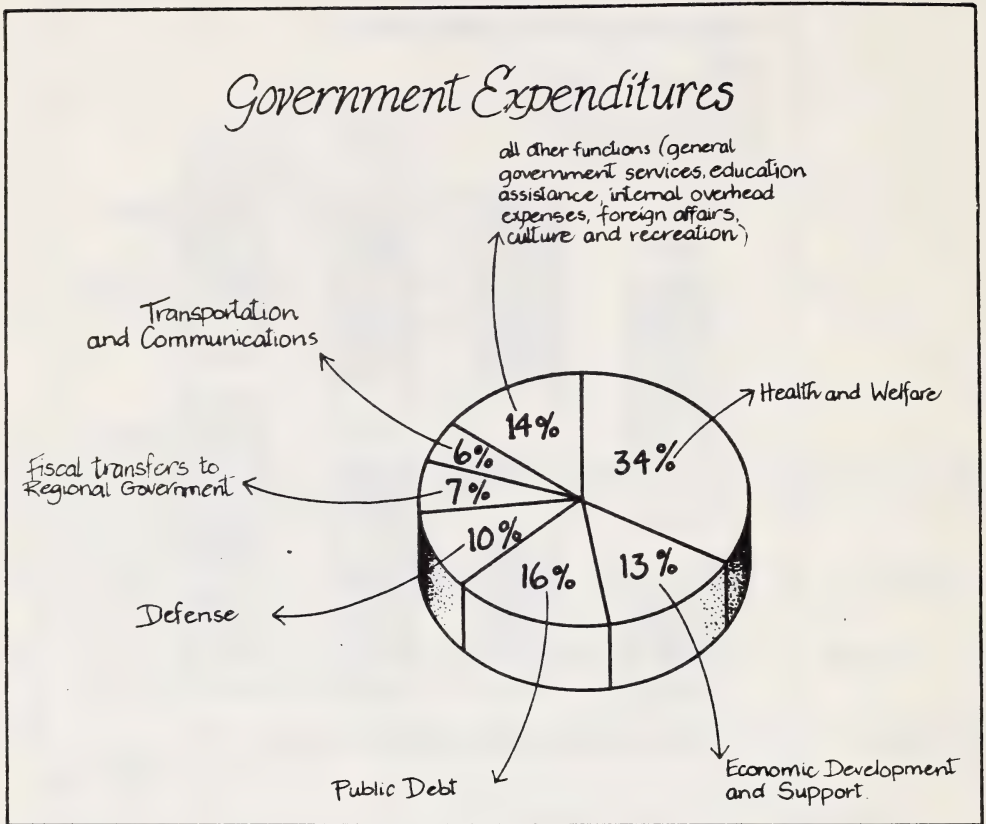
Use the graph below to answer question 11.



11. From the information provided by the graph above, Reichstag elections in Germany between 1928 and 1933 indicated

- A. a dramatic increase in the popularity of the Communist Party
- B. a gradual increase in the popularity of the Nazi Party
- C. an increasing level of voter apathy
- D. an increasing polarization of party politics

Use the graph below to answer question 12.



12. The graph above shows a political economy that is most likely based on the principles of

- A. a Fascist corporate state
- B. a mixed economy
- C. Marxist communism
- D. laissez-faire capitalism

Use the table below to answer question 13.

DIFFERENCE BETWEEN THE PERCENTAGE OF VOTES RECEIVED
AND SEATS GAINED IN TWO CANADIAN GENERAL ELECTIONS

YEAR	LIBERAL		PROGRESSIVE CONSERVATIVE		CCF/NDP		SOCIAL CREDIT	
	VOTES	SEATS	VOTES	SEATS	VOTES	SEATS	VOTES	SEATS
1949	49.5	73.7	30.2	15.6	13.4	5.0	3.7	3.8
1958	30.1	18.5	53.6	78.5	9.5	3.0	2.6	0

13. Which of the following solutions to the problem illustrated above would be most acceptable to a person who placed the greatest value on fairness in electoral results?
- A. Proportional representation
 - B. Redrawing constituency boundaries
 - C. Double-member constituencies
 - D. Compulsory plebiscites
-
14. If a government increases the money supply faster than the general growth of the economy, the effect will likely be
- A. stability
 - B. recession
 - C. inflation
 - D. depression
15. Assuming that the Canadian government needed to make drastic cuts in government programs to deal with rising deficits, the most politically practical plan of action for the federal government would be to
- A. eliminate old-age pensions gradually
 - B. eliminate equalization grants to the Maritime provinces gradually
 - C. decrease government grants to new business ventures in areas of high unemployment
 - D. distribute family allowance payments on the basis of a need standard

Use the statements below to answer question 16.

SPEAKER I

We should concentrate all our efforts on the problems of our own country and let other countries deal with theirs.

SPEAKER II

Our policies should parallel those of our ideological allies.

SPEAKER III

We should take a leading role in promoting a world government.

SPEAKER IV

We should be prepared to surrender some sovereignty only to ensure survival.

16. The greatest contrast in value positions is reflected by speakers

- A. I and III
 - B. I and II
 - C. II and III
 - D. III and IV
-

17. Prior to the First World War, the empire whose existence was most threatened by national minorities seeking self-determination was the

- A. Austro-Hungarian Empire
- B. British Empire
- C. French Empire
- D. German Empire

18. Adolf Hitler's first foreign policy violation of the Treaty of Versailles was the

- A. signing of a non-aggression pact with the U.S.S.R.
- B. creation of the Rome-Berlin-Tokyo Axis
- C. military reoccupation of the Rhineland
- D. invasion of Poland

19. Balance of power is achieved when
- A. nations submit disputes to an impartial court of arbitration
 - B. equal expenditures for armed forces are made by two nations
 - C. two opposing nations form alliances with other nations based on similar ideologies
 - D. no one nation is strong enough to threaten another without fear of consequences
20. Détente represents an extension of the
- A. nuclear arms race
 - B. policy of peaceful coexistence
 - C. alliance system of the Second World War
 - D. Cold War of the 1950s
21. During the period 1890-1914, the nation whose frustrated colonial ambitions in Africa and Asia created a climate of increased international tension was
- A. Great Britain
 - B. France
 - C. Russia
 - D. Germany

Use the information below to answer question 22.

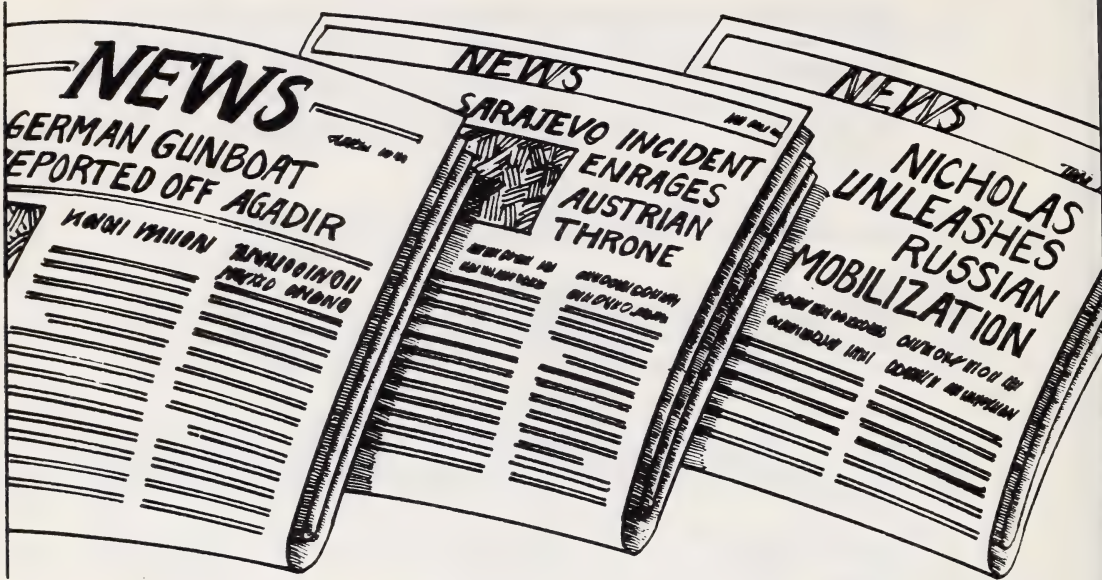
Our troops have occupied Luxemburg and have perhaps already entered Belgium. This is contrary to the dictates of international law. France has, it is true, declared at Brussels that she was prepared to respect the neutrality of Belgium so long as it was respected by her adversary. But we knew that France was ready to invade Belgium. France could wait; we could not. . . . We were, therefore, compelled to ride roughshod over the legitimate protests of the Governments of Luxemburg and Belgium. For the wrong which we are thus doing, we will make reparation as soon as our military object is attained.

Anyone in such grave danger as ourselves, and who is struggling for his supreme welfare, can only be concerned with the means of extricating himself. . . .

-- Kaiser Wilhelm II

22. The source above provides supportive evidence for the view that
- A. alliances widen the scope of a conflict
 - B. a balance of power secures peace
 - C. military leaders reluctantly accept civilian decision-making
 - D. national survival is the highest law for nations

Use the headlines below to answer question 23.



23. The news stories that accompanied each headline above would be useful in researching which causes of the First World War?
- A. Militarism, ideological differences, and the alliance system
 - B. Imperialism, trade rivalry, and nationalism
 - C. Militarism, nationalism, and imperialism
 - D. Secret diplomacy, ideological differences, and nationalism
-
24. Which of the following principles from the Fourteen Points corresponds to the announced reason for the American declaration of war against Germany in April, 1917?
- A. Collective security
 - B. Freedom of the seas
 - C. Open diplomacy
 - D. Self-determination
25. Co-operation between western European nations since the Second World War has been most evident through the
- A. creation of free trade areas
 - B. reduction of armament spending
 - C. design of similar domestic social programs
 - D. increase of economic aid to developing countries
-

Use the cartoon below to answer questions 26 to 28.



26. According to the cartoon, the figure representing the U.S.A. is being encouraged by the speaker to
- A. abandon freedom of action
 - B. abandon the United Nations
 - C. retain a policy of isolation
 - D. retain United Nations leadership
27. The cartoonist displays a bias favoring national
- A. prosperity
 - B. sovereignty
 - C. expansion
 - D. unity
28. If a course of action acceptable to the cartoonist is to be followed, the American government, in relation to the UN, should pursue a policy of
- A. isolation and neutrality
 - B. commitment and dedication
 - C. active leadership
 - D. active disobedience
-

Use the map below to answer question 29.



29. From the evidence indicated by the map, a researcher might conclude that
- A. Poland and Hungary obtained Czechoslovakian territory through international conferences
 - B. Germany, Hungary, and Poland remained satisfied with the territory they received
 - C. Czechoslovakia was created as a successor state out of many different nationalities
 - D. Czechoslovakia was unsuccessful in defending her sovereignty owing to lack of Soviet support
-
30. To a supporter of the deterrence theory, the most appropriate plan to preserve national security in the nuclear age would be to
- A. strengthen existing test ban treaties
 - B. prepare one's nation for post-nuclear survival
 - C. increase and improve one's stockpile of nuclear weapons
 - D. reopen disarmament talks between the superpowers

Part B: Sample Written-Response Questions

Below is a sample of the general content and format of the instructions for answering the written-response portion of the examination.

Choose only ONE of the following two topics for your essay.

Choose the topic with which you are most comfortable. The topics will be marked according to the same criteria.

Answers in the written-response section are to be completed in the space provided in this examination booklet.

Use pages labelled FOR ROUGH WORK to plan and draft. No marks will be given for rough work.

Pages labelled FOR FINISHED WORK must contain your completed work.

Students are requested to use a blue or black ink pen for written work.

TOPIC A

ESSAY ASSIGNMENT

Some governments believe that the state should intervene actively in the economy. The Soviet government after the Bolshevik revolution, the American government that enacted Roosevelt's New Deal, and the present Swedish social-democratic government provide examples of such governments. Other governments oppose the idea that the state should intervene actively in the economy. Governments that do not favor such intervention are those of Prime Minister Thatcher in the United Kingdom and of President Reagan in the USA.

Write an essay on the issue: SHOULD THE CANADIAN GOVERNMENT INCREASE ITS INTERVENTION IN THE ECONOMY?

MARKING CRITERIA AND GUIDELINES

Your essay will be graded according to how well you do the following:

- Explain the issue by stating its importance and by describing two competing value positions underlying the issue. (5 marks)
- Describe an action taken by a country other than Canada in dealing with the same issue, and evaluate both the effectiveness and the desirability of the action taken by this country. (Select an example from above or from your knowledge of social studies.) (10 marks)
- State what position you would have the Canadian government take on the issue and defend this position. (10 marks)

Marks allotted to content of essay	25 marks
Marks allotted to quality of language and expression	5 marks
<hr/>	
TOTAL	30 marks

TOPIC B

ESSAY ASSIGNMENT

A number of nations in the 20th century have pursued their national interests through membership in military alliances. Austria-Hungary in the Triple Alliance before the First World War and the USSR in the Warsaw Pact provide examples. Other nations have found their national interests better served by non-alignment. Examples of this are the United States before the Second World War and India since her independence in 1947.

Write an essay on the issue: SHOULD CANADA PURSUE A POLICY OF NON-ALIGNMENT?

MARKING CRITERIA AND GUIDELINES

Your essay will be graded according to how well you do the following:

- Explain the issue by stating its importance and by describing two competing value positions underlying the issue. (5 marks)
- Describe an action taken by a country other than Canada in dealing with the same issue, and evaluate both the effectiveness and the desirability of the action taken by this country. (Select an example from above or from your knowledge of social studies.) (10 marks)
- State what position you would have Canada take on the issue and defend this position. (10 marks)

Marks allotted to content of the essay	25 marks
Marks allotted to quality of language and expression	5 marks
<hr/>	
TOTAL	30 marks

Credits

- Item 25 "Belgian Gray Book No. 35 in Von Mach" from *Official Diplomatic Documents*, p. 437. As found in Bernard Feder (ed.), *What Were the Causes of World War I?* (Scarborough, Ontario: Van Nostrand Reinhold Ltd., 1979), p. 389.
- Item 26 Gale's Cartoon, "Now The Other Hand!". As found in Bernard Feder (ed.), *The United Nations: Man's Best Hope For Peace?* (Scarborough, Ontario: Van Nostrand Reinhold Ltd., 1979), p. 579.
- Item 29 Martin Gilbert Map, "The Partitioning of Czechoslovakia 1938" from *Recent History Atlas 1860-1960* (London: Weidenfeld (Publishers) Limited, 1966), p. 54. Reprinted by permission of Weidenfeld (Publishers) Limited.

Multiple-Choice Key and Item Information

The sample test of 30 multiple-choice items is representative of the types of questions to be found in Part A of the Social Studies 30 Diploma Examination. The information below presents the correct answer for each item, the process the student will have to go through to obtain the correct answer, and the curriculum specification the item meets.

1. Key B. The student is required to identify the value of collectivism that is implicit in the passage, and individual initiative as a value in opposition to it. Curriculum specification focus: Topic A, value objectives - understanding different elements of individualism and collectivism.
2. Key B. The student is required to recall the definition of entrepreneurship and recognize its application to the situation described. Curriculum specification focus: Topic A, knowledge objectives - ideology, means of organization (market economy).
3. Key C. The student is required to recognize an idea in conflict with Nazi ideology. Curriculum specification focus: Topic A, knowledge objectives - ideology, view of human nature (autocracy).
4. Key B. The student is required to recall and apply the concept of executive accountability. Curriculum specification focus: Topic A, knowledge objectives - power and decision-making (democracy).
5. Key A. The student is required to recall the extent of personal participation in different political economic systems. Curriculum specification focus: Topic A, knowledge objectives - citizenship, nature of participation (democracy).
6. Key C. The student is required to recall the extent of leadership authority in the parliamentary and congressional systems. Curriculum specification focus: Topic A, knowledge objectives - leadership, how maintained (democracy).
7. Key A. The student is required to recall the role of government according to classical liberal thought. Curriculum specification focus: Topic A, knowledge objectives - individualism (democracy).
8. Key D. The student is required to recall the effects of collectivization on different areas of the Soviet economy and select the area of greatest resistance. Curriculum specification focus: Topic A, knowledge objectives - collectivism (centrally planned economy).
9. Key C. The student is required to identify the economic issue arising from the data source and relate it to the principles of free enterprise. Curriculum specification focus: Topic A, skill objectives - identify and focus on the issue.
10. Key D. The student is required to identify an appropriate research question related to the economic issue of poverty. Curriculum specification focus: Topic A, skill objectives - formulate research questions.

11. Key D. The student is required to interpret tabular data. Curriculum specification focus: Topic A, skill objectives - gather and organize data (read and interpret charts).
12. Key B. The student is required to categorize data obtained from the graph and to apply this categorization to a political economy. Curriculum specification focus: Topic A, skill objectives - analyze and evaluate data (categorize ideas).
13. Key A. The student is required to determine the problem implied in the table and to identify a course of action as an appropriate solution. Curriculum specification focus: Topic A, skill objectives - resolve the issue (evaluate alternatives).
14. Key C. The student is required to determine the economic effect of an increased money supply. Curriculum specification focus: Topic A, skill objectives - synthesize data (relate cause and effect).
15. Key D. The student is required to assess the feasibility of various courses of action to resolve the issue presented, according to the criteria of political expediency. Curriculum specification focus: Topic A, skill objectives - apply the decision (consider feasibility and desirability).
16. Key A. The student is required to analyze the elements of the four value positions and identify those in greatest conflict. Curriculum specification focus: Topic B, value objectives - develop competencies (analysis of the values of nationalism and internationalism).
17. Key A. The student is required to recall an empire threatened by major attempts at self-determination based on feelings of nationalism. Curriculum specification focus: Topic B, knowledge objectives - sovereignty (self-determination).
18. Key C. The student is required to recall an example of Hitler's territorial expansion in violation of the Treaty of Versailles. Curriculum specification focus: Topic B, knowledge objectives - territoriality (expansionism).
19. Key D. The student is required to recall the meaning of balance of power. Curriculum specification focus: Topic B, knowledge objectives - balance of power (techniques).
20. Key B. The student is required to recall the meaning of détente and identify a causal factor. Curriculum specification focus: Topic B, knowledge objectives - détente and co-existence.

21. Key D. The student is required to recall a nation whose imperial interests created international tension prior to 1914. Curriculum specification focus: Topic B, knowledge objectives - imperialism (political).
22. Key D. The student is required to summarize data to determine the point of view. Curriculum specification focus: Topic B, skill objectives - synthesize data (formulate generalizations).
23. Key C. The student is required to synthesize data to identify the causes of the First World War from appropriate research resources. Curriculum specification focus: Topic B, skill objectives - formulate research questions (select appropriate techniques and resources for research).
24. Key B. The student is required to recall the announced reason for the American declaration of war in 1917 and comprehend the relationship between this and the principles of the Fourteen Points. Curriculum specification focus: Topic B, knowledge objectives - conflict (multiple causes).
25. Key A. The student is required to recall the nature of the European Common Market and recognize it as an example of co-operation. Curriculum specification focus: Topic B, knowledge objectives - co-operation (multilateral agreements).
26. Key A. The student is required to read and interpret the cartoon. Curriculum specification focus: Topic B, skill objectives - gather and organize data (read and interpret print materials).
27. Key B. The student is required to analyze the cartoon for bias. Curriculum specification focus: Topic B, skill objectives - analyze and evaluate data (evaluate bias and emotionalism).
28. Key A. The student is required to evaluate courses of action to determine an appropriate policy from the perspective of the cartoonist. Curriculum specification focus: Topic B, skill objectives - resolve the issue (predict consequences).
29. Key C. The student is required to read and interpret the map. Curriculum specification focus: Topic B, skill objectives - gather and organize data (read and interpret maps).
30. Key C. The student is required to assess feasibility based on the logical relationship between deterrence theory and a proposed action. Curriculum specification focus: Topic B, skill objectives - resolve the issue (predict consequences).

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